CTAA

Connecticut Alternate Assessment
English Language Arts & Mathematics

# Connecticut Alternate Assessment Based on Alternate Achievement Standards (CTAA)

# Assessing Students Who Are Blind, Deaf, or Deaf-Blind

## Additional Guidance for Test Administration

This document has been adapted from:

National Center and State Collaborative (2015). *National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration.* Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

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# Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration

## Purpose

The *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* is provided for the Connecticut Alternate Assessment (CTAA) Teacher Test Administrator (TE) and includes (1) tasks to complete before, during, and after the assessment; (2) strategies, with definitions and examples that may be used by the TE as appropriate for individual students to enhance access to the CTAA; and (3) appendices with information for accessing the Open-Response (OR) Foundational Reading Items in Grades 3 and 4 and additional resources.

***Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* must be used in conjunction with the Directions for Test Administration (DTA) and the Test Administration Manual (TAM). This document is intended for use with students who are Blind, Deaf, or Deaf–Blind.**

Generally, the TE will utilize this document with specified students who have one or more of the following characteristics:

- Low vision: uses vision for some activities of daily living.
- No functional use of vision for activities of daily living, or unable to determine functional use of vision.
- Hearing loss aided, but still with a significant loss.
- Profound hearing loss, even with aids and/or undetermined functional use of hearing.
- Uses Braille (contracted or uncontracted)—Braille forms are available for students in Grades 3 or 4 to assess the OR Foundational Reading Items. See Appendix A for ordering instructions.

**Table 1. Responsibilities of the Teacher Test Administrator**
(To be used in conjunction with the CTAA TAM.)

| BEFORE TEST ADMINISTRATION |
| --- |
| Read (1) *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration*; (2) Test Administration Manual (TAM), and (3) Directions for Test Administration (DTA) for each content area. Each of these documents must be used. |

## BEFORE TEST ADMINISTRATION

Develop a plan to administer the test items using the strategies in this document that are appropriate for each individual student, ensuring testing is completed by June 10, 2016. Refer to Appendix B: Planning Template.

Identify what needs to be prepared for each student, based on the information provided in the *Assessing Students Who Are Blind, Deaf, or Deaf- Blind: Additional Guidance for Test Administration,* the TAM, and the ELA DTA and Mathematics DTA.

Preparation may include the following:

- Changing the size of graphics as needed.
- Gathering relevant tactile symbols, graphics, and object replacements with which the student is currently familiar and that appropriately represent the referent in the item.
- Determining the best positioning for the student that will allow him or her to select a response option and manage fatigue. For example, a student with limited arm movement should not be required to cross midline or use an extended reach to indicate a response. Positioning may include placing response options horizontally or vertically, but in the same order as indicated in the assessment item, or possibly placing them on a tray with dividers.

Conduct the Student Response Check and provide the student with practice in selecting an answer from two or three choices using either specific tactile symbols or objects that represent response options or generic tactile symbols or objects that represent response options a, b, and c.

## DURING TEST ADMINISTRATION

Administer all of the items in each content area test form. If the student is unable to respond to an item, proceed with administering all other items.

Ensure that the items and response options are presented in ways that do not cue an answer (e.g., always placing the correct answer closest to the student).

Schedule test administration in reasonable time slots and during the time of day most appropriate for the individual student.

Use strategies that are already being used successfully with the student:

- Item positioning/placement as described above
- Student seating/positioning for optimal access
- Item presentation rate and test session duration
- Familiar tactile symbols (e.g., piece of fur to represent a cat referenced in a passage) and/or objects (e.g., an eraser that is represented in the item)

Maintain the student's attention and engagement with the test items:

- Advise the student that some items may seem hard.

| DURING TEST ADMINISTRATION |
| --- |
| • Give information about the number of answers he or she will need to give.<br>• Indicate progress toward completing the number of responses. (“Great, you’ve given three answers; we have____left to finish.”)<br>• Take breaks initiated by the TE or the student.<br>• Provide consistent encouraging statements (e.g., “I like the way you are working.”) prior to administering the next item. |
| Use the same response latency, time between asking a question and the student response, as used instructionally. |

| AFTER TEST ADMINISTRATION |
| --- |
| Give all printed copies of the test, DTAs, scoring rubrics, reference sheets, stimulus materials, student login information, scratch paper (of student work), Braille materials, and TE planning template to the TC for secure shredding. |

# Strategies for the Teacher Test Administrator

In this section, the strategies that may be used with students are defined and examples are provided. Review the strategies in this section and identify those that are appropriate for implementation with each individual student. The following strategies are described in this section:

- Build Background Knowledge
- Alternative Text in the DTA
- Tactile Graphics and Symbols
- Object Replacement
- Sign Language
- Response Strategies
  - oral speech or signs
  - hand/finger
  - eye-gaze
  - AAC system

Additional resources are located in Appendix C.

## 1. Build Background Knowledge

Some students, because of their vision or hearing disability, may not have the background knowledge and experience that allow them access to certain reading, writing, and mathematics test items. To ensure that these students have an equitable opportunity to access the items, the TE should read each student’s test items and associated DTAs **prior** to the test administration. Prior to testing, the TE can determine

if there are any passages, graphics, or materials with which the student may need more experience. If the TE determines that the additional experience is appropriate, the TE should present to the student the passages, graphics, or materials identified for up to three (3) sessions prior to actually administering the test. The purpose of this additional exposure is to allow the student to gain the background knowledge and experience necessary before accessing the items; **it is not to expose or teach the student the test item**.

If the TE chooses to provide exposure to passages, graphics, or materials prior to administering the test, caution must be used when reading passages and explaining graphics and material to the student. While helping a student gain background knowledge, it is important not to cue an answer to an item. Refer to Table 2: Practices for Building Student Background Knowledge Before Testing. Note: Practices indicated as "Not Allowed" are considered inappropriate test practices or irregularities and have relevant consequences.

**Table 2. Practices for Building Student Background Knowledge Before Testing**
While building background knowledge, the actual item question and response options should not be used in order to avoid teaching the item.

| Allowable Practices | Not Allowable Practices |
|---|---|
| Read/Sign the passage and explain what the prepared tactile graphics or object replacements are and what they represent (e.g., the TE can present a simplified raised line drawing of a plant or an actual plant and explain each part of the plant). | Address or present any of the actual item questions or answers after reading the passage (e.g., if the item is about identifying the main idea, the TE cannot say/sign, "The main idea of the passage is…"). |
| Present tactile graphics or object replacements that may be unfamiliar to the student and describe them (e.g., the TE can present TE-provided tactile geometric shapes and talk about all the attributes—names, number of angles, number of sides, characteristics of sides. If the item is about the number of angles related to a triangle, other shapes with angles should be presented to the student while building background knowledge). | Emphasize any pieces of the item or passages that could be construed as teaching solely toward the answer to the specific item question (e.g., if the item is about the number of angles related to a triangle, the TE cannot limit the information to a single triangle and that it has three angles). |
| Read/Sign any necessary alternative text provided in passages and mathematics items. The TE may explain the graphic, chart, table, timeline, etc. (excluding answer options), further to the student, as long as the | Read the alternative text and provide additional explanation for actual response options as that could cue the correct answer to an item question or explain the graphic in a way that will teach the student the answer to the item |

| Allowable Practices | Not Allowable Practices |
|---|---|
| explanation does not cue the correct answer to an item question. For example, the alternative text may read, “This is a picture of a store that sells flowers.” The TE can read the alternative text as written and explain by saying, “Remember, we smell the flowers at the grocery store? This store sells flowers.” | question. For example, if a question asks, “Why did Jimmy go to the store?” the TE cannot say, “This is the store that Jimmy went to so he could buy his mom flowers.” |
| Highlight words and phrases by adding tactile symbols/objects or provide further explanation as long as the highlights or explanations do not solely cue the correct answer to the item question. For example, the TE can read/sign a sentence about a girl going to a farm and say/sign, “A farm is a place where they grow food and raise animals.” | Emphasize words in ways that cue the correct answer to an item question or explain the graphic in a way that will teach the student the answer to the item question. For example, the TE cannot read/sign a sentence about a girl going to a farm and explain that “A farm is a **fun place to visit** and see animals” when a question asks, “Where would Jamie like to visit?” |

## 2. Alternative Text

Alternative Text is provided for graphics that are essential for understanding. There are two types of Alternative Text provided in the DTA:

a. Alternative Text for students who are blind or have a visual impairment and require a description of graphics. (e.g., for students with visual impairment, read “This is a picture of a thermometer.”) Please Note: If the Alternative Text for students who are blind or have a visual impairment is not read by the computer, the TA **must read this text aloud to the student as denoted in the DTA.**

b. Additional Alternative Text for <u>all</u> students provides standardized descriptive statements for tables, charts, graphs, and timelines. (e.g., for all students, read “This is a timeline titled The History of Space Travel dating from 1965 through 2014.”)

## 3. Tactile Graphics and Tactile Symbols

Tactile graphics and tactile symbols may be used when the student is unable to see graphics that are essential to understanding the item.

**Tactile graphic:** Raised version of a print graphic that is adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics, 2010 Braille Authority of North America*). Example: Raised lines on a simplified image of the parts of a flower or on a mathematical graph.

**Tactile symbol:** A concrete representation developed for individuals who are totally blind and who have a practical need for a graphic language system. (See

https://www.tsbvi.edu/seehear/archive/tactile.html) Example: A seed glued to a textured triangle to represent a plant or a textured slanted line with a series of dots made of glue on a textured triangle to represent a graph. Review the following steps for some examples of concrete representation:

a. Review the passages and graphics (e.g., illustrations, diagrams, timelines, tables/charts) prior to test administration. Illustrations accompany some passages and items, which serve to focus attention for most students. However, for some students with vision impairments, these may be distracting and not helpful. In these cases, graphics that are not essential for understanding the item may be suppressed (e.g., covering the graphic, omitting any reference to the graphic).
b. Plan for graphics that are essential for understanding the item by providing tactile symbols/graphics already available in the student's communication system and that match the referents in the passage or item. The following strategies may be helpful:
    - Determine which graphic(s) in the item text or response options have alternative text that is not adequate for the student.
    - Identify the essential components of the graphic(s) (e.g., a car may be essential to understand the item or passage, but the house behind the car may not be) and suppress components that are not essential.
    - Add visual contrast to graphics for a student with low vision.
    - Determine ways to simplify the graphic(s) (e.g., lines that indicate highlighting on an apple may not be necessary to include in a tactile symbol).
    - Position titles, headings, labels, and connecting lines so they can be adequately separated by spacing and do not cross unnecessarily.
c. Add tactile qualities to the graphic(s) using available tools. Possible options include the following:
    - Tooling—use a tool such as a tracing wheel to make raised areas on paper or diagramming foil.
    - Collage—use textured materials (e.g., corrugated paper, crochet cotton, string, punched-out dots) glued onto paper to form a raised image.
    - Other techniques—use items such as pliable waxed yarn sticks; hot glue; acrylic or puff paint; raised line graph paper; or compressed sponge that can be drawn on, expands when wet, then used when dried.
d. Present the tactile graphic(s)/symbol(s) whenever referent is read/signed in the passage or item. Do not use the same tactile graphic used in the passage as the response option as this may cue the correct response. A part of the graphic or a different version could be used. For example, if the tactile graphic in a passage depicts a frog on a lily pad and the response options are "frog," "bird," and "sun," a tactile symbol of just the frog without the lily pad could be used for a response option.

e. Help the student explore the entire graphic with one or both hands and locate key information.

## 4. Object Replacement

Object replacement may be used when the visual and/or tactile graphics do not provide optimal accessibility for the student.

**Object replacement:** An object or part of an object that represents a person, place, object, or activity (http://www.projectsalute.net/Learned/Learnedhtml/ObjectCue.html). Example: A silk flower petal, leaf, and stem to represent parts of a flower or interlocking centimeter blocks to represent graphed numbers.

a. Use symbolic representations of the objects specified that the student is already using or that are already familiar to the student and that are close matches to the referents in the items. It is usually preferable to use whole objects or parts of objects rather than miniatures due to the visual reference required to understand miniatures (e.g., piece of bark or a twig vs. a toy tree).
b. Pair presentation of the object with the term it is representing in print, using Braille, sign language, or verbal instruction.
c. Use the actual objects specified in the item when feasible (e.g., use pencils when counting a quantity of pencils or actual materials used in step-by-step directions in a passage).
d. Use objects or parts of objects that can be easily manipulated by the student (e.g., a thin paperback book vs. a hardcover dictionary to represent a book).
e. Use objects that stand for things (typically in mathematics items, such as using blocks or other counters for quantities of cars in a parking lot).
f. If several of the same objects are required to understand an item or to select/construct an answer, make sure that all objects provided are as similar as possible. This is especially relevant in mathematics. For example, if an item requires the student to interact with four pencils, provide four pencils that are the same diameter, length, and color, so the student can focus on the mathematical concept and does not have an opportunity to get distracted by irrelevant information.
g. If geometric shapes are required to understand or answer an item, make sure the shapes are “true,” especially in mathematics. Some examples follow:
    - Squares and rectangles should have straight, parallel sides and four right angles (no rounded corners).
    - Triangles should have angles that exactly match the triangles in the item (no rounded corners).
    - Shape dimensions should be exactly the same (or at least proportional) to those in the item.
    - All shapes specified in an item should be the same in terms of texture, material, color, and so forth, so the student can focus on the mathematical concept and

does not have an opportunity to get distracted by irrelevant information. For instance, if an item requires the student to have access to a circle, a square, and a triangle, all the shapes should be similar in size (e.g., around 3 square inches), the same material (e.g., 3/8-inch foam board), and the same color (e.g., red).

- Two-dimensional shapes in an item should be thick enough for the student to manipulate easily, but thin enough so they are not easily confused with a three-dimensional shape. For example, an item requiring a 3-inch square could have an object replacement of a ¼-inch thick cardboard "square" measuring 3 inches length by 3 inches width. A wooden block measuring 3 x 3 x 3 inches would not be appropriate (i.e., that would be a cube, not a square).
- Three-dimensional shapes (e.g., cylinders, cones, pyramids, cubes, spheres) in an item should be three-dimensional. For example, an item requiring a cube measuring 3 x 3 x 3 inches could be represented by a wooden block with those dimensions, but a ¼-inch thick cardboard "square" measuring 3 inches length by 3 inches width would not be appropriate (i.e., that would be a square, not a cube).

h. Help the student explore the entire object using one or both hands to understand the representation and locate key information.

## 5. Sign Language

a. Review the student's accessibility needs and language use. Refer to the TAM sections: Optimal Testing Conditions, Accessibility Features, and Accommodations indicated in the student's individualized education program (IEP).
   - Determine what language mode the student uses (e.g., ASL, Signed English).
   - Note if the student has additional communication needs (e.g., tactile sign, close vision) that affect interpreting and make appropriate preparations.
   - Be mindful of the student's fluency in sign language to appropriately adjust rate of signing and sign choices.

b. Preview instructions and test items carefully to prepare for sign language accommodation.
   - Determine how to interpret items so as not to cue an answer (e.g., do not include the definition of the word in the interpretation if the item is asking for the definition).
   - Carefully note when fingerspelling may not be appropriate because it may cue the answer (e.g., fingerspelling "p-e-n" when the test item asks the student to point to the word *pen*).
   - If a student reads a word by fingerspelling and the purpose is to know if the student can read the word, ask the student to describe the word.

- For multiple-meaning words that are not being assessed as vocabulary, use the word that has the appropriate meaning for the context of the passage and for the student.
- During the test, interpreters may find it helpful to read the full item or hear the entire item before interpreting to the student. This is important to ensure the interpreter does not sign the item in a way that cues the answer.

c. Pay attention to vocabulary phrases where English word order is necessary to maintain the intent of the test item (e.g., sign English idioms word for word to maintain the meaning of the idiomatic phrase).
d. In cases where items include names of people who do not have established sign names, fingerspell the names the first time and assign each person a sign name. Use only the sign names for the remaining occurrences of each person's name.
e. Work with the TE to ensure reasonable time slots for breaks, to reduce fatigue for student and interpreter.

## 6. Student Response Strategies

a. If the student uses oral speech or signs, do the following:
   - Allow the student to identify the item choice by naming/signing the response option (e.g., "dog"); providing the location of the answer (e.g., top, middle, bottom); or providing an associated letter or number (e.g., a, b, c or 1, 2, 3).
   - Enter the student's response.
b. If the student uses a hand or finger response do the following (for some students, crossing the midline or extended reach could result in fatigue, thus reducing the reliability of the response):
   - Print response options or allow student to point to the answer on computer screen.
   - Place response options in close proximity to the student's dominant hand.
   - Place response options in the same order as indicated in the assessment directions.
   - Make sure the response options are far enough apart so that the student's response is clear.
c. If the student uses eye-gaze, do the following:
   - Increase size of response options as needed and print.
   - Consider positioning the response options on a clear surface in a clockwise order (i.e., A in upper left-hand corner, B in upper right -hand corner, and C in the lower center position. Leave an empty space in the center to center the student's gaze before indicating a response).
   - Direct the student to look in the empty space to center his or her gaze, as needed, so that when he or she indicates a response, the observer can clearly see the student's choice.
   - Check to make sure that the TE can clearly determine the student's selection.

d. If the student uses an Augmentative and Alternative Communication (AAC) system, do the following:
   - Ensure the AAC system is available and in working order.

# Additional Guidance for Administering Reading, Writing, and Mathematics Items

## 1. Reading

In addition to the general guidance provided in this document, please use the following guidance in preparing and administering the reading items.

**a.** **All grades** test vocabulary words or vocabulary phrases.
   - Vocabulary words: Ensure that the sign used to ask what the word means is not used as one of the answer options.
   - Vocabulary used correctly in sentences: Use the same sign for the vocabulary word in all three sentences in the answer options.
   - Vocabulary phrases: Sign the phrase in English word order (i.e., sign English idioms word-for-word to maintain the meaning of the idiomatic phrase).

**b.** **Grades 3 and 4** tests include graphics that are essential to some questions. The graphics include a series of pictures or text features such as numbers, labels, headings, and diagrams, all of which the student uses to answer the questions. The TE can enhance the accessibility using the strategies described in this document. The TE should read the items prior to administering the assessment and determine which strategy creates optimum accessibility for individual students.
   - When tactilely enhancing the graphics or using replacement objects, ensure that the critical features are included. For example, a question includes a diagram of a water cycle with a lake and a boat, mountain with a hiker, rain, clouds, and evaporation. It is important to tactilely enhance or provide replacement objects for the lake, mountain, rain, clouds, and evaporation. The boat and hiker are not essential to the item and do not need to be tactilely enhanced or represented with objects. Details in the mountains are also not important and do not need to be tactilely enhanced.
   - Likewise, it is important not to enhance a graphic to cue an answer (e.g., if the graphic illustrates parts of a butterfly and the question is asking, “What part of the butterfly helps the butterfly locate flowers?” the TE should tactilely enhance or represent with objects, all main parts of the butterfly, not just the antennae).

**c.** **Grades 3 and 4** require the student to read individual words in either an open-response or selected-response format. Refer to **Appendix A: Directions for Test Administration for the Open-Response Foundational Reading Items, Grades 3 and 4** in this document for more specific directions.

**d.** **Grades 5 and 11** have passages that consist of a diagram or a timeline accompanied by text and alternative text. It is important to read the alternative text

as written. The TE may decide if accessibility of the diagram or timeline would be increased for the student if tactilely enhanced or represented with objects.

e. **All grades** may include timelines, diagrams, and pictures for the purpose of engaging the students. Text accompanies all of these graphics; therefore, the graphics are not essential to answering the question. The TE may decide if accessibility increases for the student by tactilely enhancing or representing these graphics with objects.

## 2. Writing

In addition to the information provided in this document, please use the following guidance in preparing and administering the writing items.

a. **Grades 3, 4, and 7** have selected-response items that include graphics (e.g., captions for pictures, best way to show information, and matching picture to a story). The graphic in the question and those in answer options include text and alternative text. The TE may decide if accessibility is increased for the student by tactilely enhancing or representing with objects any of the graphics.
   - When tactilely enhancing the graphics or using replacement objects, it is important not to cue an answer in any way (e.g., tactilely enhancing only the correct answer option).

## 3. Mathematics

In addition to the information provided in this document, please use the following guidance when reviewing the DTA prior to test administration to prepare and administer the mathematics items to students i**n all grades**.

a. **Reference materials** may be included with some items (e.g., formulas, equations, conversion tables, expressions, number lines, data sets, table/charts/graphs). It is important to make these reference materials available for the student to use to solve the problems and select an answer choice.
b. **Tools** may be used with items. Directions for the use of these tools are described in the DTA and include the following:
   - Tools routinely used in instruction. Examples of these instructional tools include paper/pencil, straight edge, and ruler, which are made available for the student to use in solving the problem(s).
   - Tools specified in items. Some items state specific tools, such as a ruler, that must be available for the student to use in solving the problem. The TE must ensure that the student has access to those tools.
   - Calculators. Most items requiring calculation(s) allow the use of a calculator. Specific items described in the DTA prohibit the use of a calculator, so for those items, the student may not use a calculator. For every item requiring calculation(s), there is initial information for the TE regarding whether a calculator may be used

c. **Graphics** may be included (e.g., line drawings, icons).
   - Some mathematical items have graphics that **must** be used by the student to solve the problem. Other items have graphics that **may** be used to solve the problem. The TE must decide what graphics are essential for the student in order to solve the problem. When tactilely enhancing or providing representative objects, the TE should decide what details are essential to increase accessibility for the student.

d. **Constructed-Response: Mathematics Completion** (items that require manipulatives to complete) may be included. Some items require the student to perform a skill, such as graph data, using manipulatives. The TE must provide the manipulatives in a way that the student can perform the skill. Examples include the following:
   - For a student with fine motor disabilities, the TE might provide manipulatives that are larger and/or thicker than paper manipulatives.
   - For a student who uses an AAC system, the student indicates to the TE (e.g., points, eye-gazes) where to move the manipulatives.

# Directions for Test Administration for the Open-Response Foundational Reading Items, Grades 3 and 4

Teacher Test Administrators will utilize the appropriate grade-level Directions for Test Administration (DTA) to administer the Open-Response Foundational Reading items in ELA Grades 3 and 4.

- Students with clear consistent oral speech will be administered the Open-Response Items.
- For students using Braille, teacher test administrators will need to contact the Connecticut Help Desk to order the items in Braille.
- Students using a communication mode in addition to oral speech, but who do not have clear and consistent oral speech, will be administered the Selected-Response items.
- Students using Augmentative and Alternative Communication (AAC) devices, sign language or eye-gaze systems will be administered the Selected-Response items.

| To order Braille Open–Response Items for Grades 3 or 4 |
| --- |
| Contact the Connecticut Help Desk at **1-844-202-7583** |
| 7:00 a.m.–7:00 p.m. during the test window |
| 7:00 a.m.–4:00 p.m. outside the test window |

Required Ordering Information:

1. Caller's Name
2. Caller's E-mail Address
3. District Name
4. District Test Coordinator's Name
5. School Name
6. School Address
7. Student Name
8. Student SASID
9. Student Grade
10. Contracted or Uncontracted Braille

## Planning Templates

**Student Name:** _____

**Grade:** _____ **ELA:** _____ **Mathematics:** _____

### Planning for Graphics

Review the Strategies section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* and use this chart to plan the best way to enhance access for the individual student who is blind or deaf-blind (including students who have low vision, no functional vision, or for whom the TE is unable to determine functional use of vision).

| Graphic page #s in DTA | | Alternative text | Braille | Tactile symbols/ graphics | Visual contrast | Object replacement | Other |
|---|---|---|---|---|---|---|---|
| Example: | pp. 45 - 48 | Items 1, 6, 8 | X | X | Print on yellow paper and enlarge font to 18pt | X | |
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## Planning for Sign Language

Review the Sign Language section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* and plan how to sign any words, phrases, or names in a way that does not cue an answer, that are important to sign a certain way, or that require repetitive fingerspelling for the individual student who receptively uses sign language.

| Page #s in DTA | Words that require fingerspelling | Phrases that require signing in English word order | Names that do not have a sign name |
|---|---|---|---|
| | Example: "hybrid" – ok to fingerspell | "Dig in" | "John Glenn" (finger spell and then sign "J" and "helmet") |

**Planning for Student Response**

Conduct the Student Response Check and read the Student Response Strategies section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* to plan the most efficient way(s) for the individual student to respond to items and identify any preparation needed.

| Verbal Speech | Signing | Pointing/Gesture/Touching | Eye-Gaze | AAC | Preparation |
|---|---|---|---|---|---|
| | | | Example: place in clockwise order on eye-gaze board | | Example: print and cut apart answer options |

## Appendix C

## Resources


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Project SALUTE. (n.d.). *Project SALUTE: Object Cue*. Retrieved February 19, 2014, from Project SALUTE: http://www.projectsalute.net/Learned/Learnedhtml/ObjectCue.html.

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